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ABSTRACT

Major goals of the Gila River Adult Basic Education Experimental Demonstration Project in this program description are identified as: (1) improving the academic skills of hard-to-reach adult dropouts and (2) training non-degreed local residents (people 19 years old or older with an 8th grade performance level) to recruit, counsel, and teach program participants. Description of the tutors' 6 week pre-service training period details: (1) Program Orientation (project goals); (2) Individual Study Prescriptions (via standardized pre- and post testing); (3) Academic Theory and Practical Application; (4) Recruitment and Reporting Procedures (emphasis on speech and persuasive techniques); and (5) Interaction Analysis (Ned Flanders System). Program implementation is described as involving each tutor 1 day a week in the learning center under direction of a professional teacher-counselor and 1 afternoon a week in an inservice training and staff meeting; wherein, the tutor's daily logs and weekly reports are presented to the professionals. Evaluation procedures are described as both internal (by professionals, para-professionals, and program participants) and external (by an outside, independent evaluator who develops criteria, visits the site, makes progress reports, and evaluates the project at the end of the program year). (JC)

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PARA-PROFESSIONAL TRAINING

in

ADULT EDUCATION

at

GILA RIVER INDIAN COMMUNITY

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by: Joycelyn Leonard
Project Director

Gila River Indian Community ABE Experimental
Demonstration Project
Sacaton, Arizona
January 1975

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a. Educational Prescription

b. Daily Log

c. Weekly Report

d. Training Evaluation

e. Classroom Performance Evaluation

f. Participant Survey Evaluation

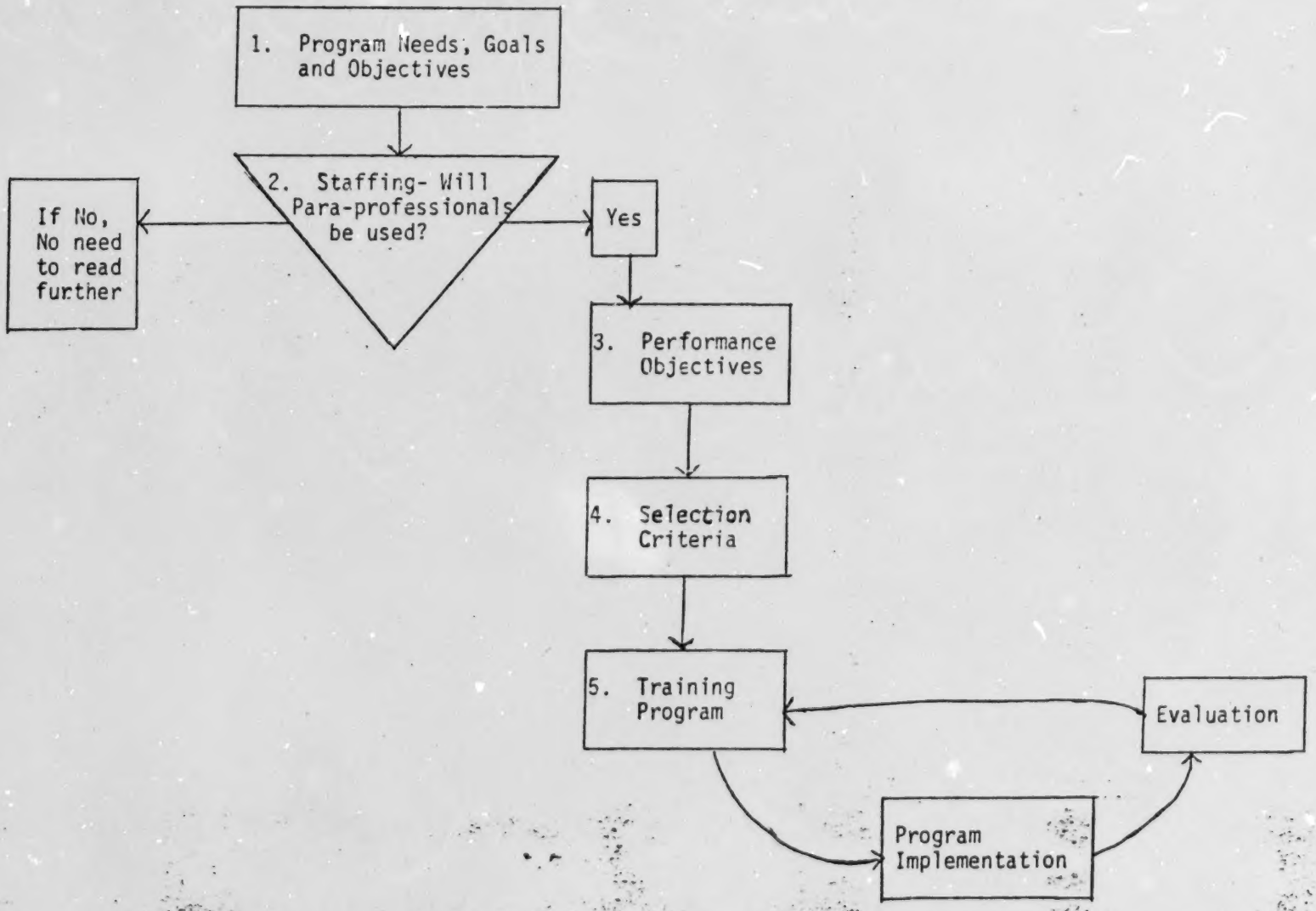
Bibliography

Project Philosophy

The Project staff has an underlying philosophy that the education process is a joint venture between learner and teacher. The teacher serves as a learning facilitator. The adult student is a peer, bringing his own experiences and needs to the learning situation. Therefore, at all times he is actively involved in assessing his abilities, progress, and needs; and in setting his own educational objectives. Learning takes place in an atmosphere of acceptance and mutual respect. At times, this resulted in participants' interests and needs taking precedence over project evaluation goals. Hopefully, open communication of evaluation objectives will gain the cooperation of participants. Yet, to serve participants' needs must always be the project's primary concern.

Para-professional Training

Program Planning Flow Chart



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Introduction

Training of para-professionals actually starts back in the program planning stage. Planning involves answering such basic questions as:

1. What are the program's needs and goals?
2. Will para-professionals be used?
3. What accomplishments will be expected of para-professionals? (Performance Objectives)
4. How will para-professionals be selected? (Selection Criteria)
5. How will para-professionals be trained and by whom?

The answers to questions one (1) through three (3) will greatly determine the answers to four (4) and five (5).

The major goals of the Gila River Adult Basic Education Experimental Demonstration Project have been to improve the academic skills of hard-to-reach adult dropouts, and to train non-degreed local residents as tutors (para-professional).

Tutors are expected to recruit, counsel and teach participants. Therefore, staff must be selected who are motivated and capable of quickly assimilating skills in counseling techniques; teaching methods of reading, English, and mathematics, and have an out-going personality.

Selection Criteria (Question Four) "How will para-professionals be selected?"

Gila River Adult Education determined the following minimal criteria. Explanations for each are given in parenthesis. Of course, only the criteria were listed in job announcements.

1) Age: 19 years or older (hopefully to insure maturity, and for liability insurance purposes).

2) Education: 8th grade performance level as determined by *standardized instruments. Pre-employment tests in reading English, and mathematics required.
(the 8th grade reading requirement is considered most

* CTB-Test of Adult Basic Education, and Wide Range Achievement Test.

important in order for the trainee to be able to read training materials. In some cases one or two grade levels deficiency in math or English may be allowed if the reading level is high. In these cases, independent study programs are prescribed in order to erase the deficiency).

3) Must have reliable transportation. (this is necessary to our homebound program because official vehicles are not available. The program does provide local travel allowances of 12 cents per business mile for outreach workers).

Training (Question Five)

"How will para-professional be trained and by whom?"

Who will do the training will depend upon the program budget and other available resources. The Gila River Project budgeted for training consultants. Also, experienced staff members and staff from other community agencies conducted pre-service and in-service training sessions.

Pre-service training at the start of the project covered six weeks to provide a foundation for future short-term review and developmental in-service training sessions. Pre-service training covered five areas.

1. Program Orientation
2. Individual Study Prescriptions
3. Academic Theory and Practical Application
4. Recruitment and Reporting Procedures
5. Interaction Analysis (Ned Flanders System)

1. Program Orientation

Each staff member was given a copy of the project proposal. The group discussed project goals and objectives. Also, each staff member received a copy of the Tribal Policy and Procedure Manual. This was reviewed in regard to employment practices.

2. Individual Study Prescriptions

Each para-professional had taken the following tests as part of the employment application requirements.

WRAT - Wide Range Achievement Test in reading.
WRAT - Wide Range Achievement Test in mathematics.
CTB -TABE California Test Bureau, Test of Adult Basic Education (level D) in Language.

An education prescription was written for each individual recommending specific areas of study in English and mathematics using project curriculum materials. The tutors were informed that they would be post-tested for academic gains at the end of the program year.

This approach gave the tutors experience with the diagnostic prescriptive method and with curriculum from the viewpoint of a student. They were also given paperback books to take home and read at their leisure. A small collection of books and periodicals for professional growth were made available. (See Bibliography)

3. Academic Theory and Practical Application

The procedure was for a professional (staff member or consultant) to provide a theoretical background in a content area. After this was done, application of theory to instructional materials was demonstrated. For example: Reading instruction

Lecture and Discussion

Word Attack Skills	Comprehension
Decoding - Encoding	Basic Sight Vocabulary
Phonics - Syllabification	Context Clues

Reading for meaning; main ideas, looking for relationships such as functional, part to whole, sequence, etc.

Application

Analysis of reading needs by examination of WRAT pre-test and other diagnostic instruments (Silveroli-Classroom Reading Inventory, SRA Reading Index). Staff examined *instructional materials on hand. (See Bibliography)

Each tutor was given a list correlating reading materials to testing levels.

* On Safari: Reading Program, Cambridge Pre-G,E,D. Series, EDL Controlled Reading Materials.

This approach (theory, then application) was used for English and mathematics instruction. Five half-day sessions were also given to the study of classroom verbal interaction (Ned Flanders research). E.S.L. (English as a Second Language) techniques were included in the first pre-service training session but later excluded due to its irrevelance to the needs of this community. Counseling techniques was also an important part of pre-service training during the six weeks

An important part of the training process was to involve the trainees in the teaching process. Each day a different tutor was assigned to give a review of the previous day. This provided motivation for good note-taking and experience in public speaking. Speech and persuasive techniques similiar to salesmanship were presented by the project director.

Program Implementation

Each tutor was assigned an area of the community for door-to-door recruitment. Before being sent out to recruit students, the tutors were familiarized with the following project forms:

1. Participant Enrollment Forms
2. Education Prescription Sheets (Exhibit a)
3. Daily Logs (Exhibit b)
4. Weekly Reports (Exhibit c)
5. Project Pre-test Instruments

The five tutors were scheduled one day a week in the learning center, each one on a different day. This was to provide supervised teaching experience and to greater utilize the professional teacher-counselor as a trainer. One afternoon a week was reserved for in-service training and staff meeting. The tutors turned in their daily logs and weekly reports at this time. (see exhibit b and c)

Evaluation

Two types of evaluation were conducted, internal and external (or independent).

1. Internal Evaluation

Each training area was evaluated by every para-professional tutor. Their recommendations were taken into consideration for further in-service training sessions. (Exhibit d).

The professional staff also evaluated the para-professional's in classroom (learning center) teaching performance. (Exhibit e)

The participants also evaluated their tutor's performance upon termination or program year-end. (Exhibit f)

2. External (Independent) Evaluation

At the beginning of the progect year an independent evaluator was chosen. He worked with the project director and associate director in developing a program evaluation design. Performance objectives were written for para-professional staff and for participants. Elements of the objectives were:

a) performance expected,
b) of whom,
c) as measured by what.

At the end of the program year, all pre-test and post-test data as well as all other data such as attendance and training evaluations were given to the independent evaluator for analysis. He then wrote a final evaluation report summarizing the program achievements. The independent evaluator had also made on site visits throughout the year making progress reports and recommendations.

Conclusion

The use of trained non-degreed community members as teachers has proven successful at Gila River Indian Community. Post-testing has shown academic gains by staff and participants. Over twenty (20) students have passed parts or all of the Arizona G.E.D. High School Equivalency test as a result of being in the program. Some adult educators have expressed concern about the lack of response in the Indian community. It appears that much of the success of the Gila River ABE Project has been due to the use of trained community members and the homebound approach. The implications for other adult education programs attempting to assist Native Americans are evident.

ED. PRESCRIPTION FORM

NAME:_____ AGE:_____ DIST.#_____ PLACE:_____

ADDRESS:_____ ENROLLMENT DATE:_____

INITIAL READING INDEX:_____ INITIAL ENG. INDEX:_____

READING PRESCRIPTION_____

ENGLISH PRESCRIPTION_____

PROGRESS NOTES:_____ DATE_____

_____

TERMINAL EVALUATION_____DATE_____

INITIAL MATH INDEX:_____

MATH PRESCRIPTION:_____

_____

PROGRESS NOTES:_____DATE:_____

_____

_____

_____

TERMINAL EVALUATION_____DATE:_____

GOALS-INITIAL_____DATE:_____

_____

GOALS-FINAL:_____

_____

_____

_____

DAILY REPORT

Associate Professional_____ Date_____

Goal Ident.	Students Name	Rdng.	Eng.	Math	Cnslg.	Describe other	Location	List	Code

Comments by Name of Number re students above:

Start_____ end_____ Total Miles_____

Code: NH - Not home
NE - New enrollee
P - Prospect
S - Student being counseled or tutored

Total number of students tutored_____

Total number of calls_____

COUNSELING CODE

Problems

C- Consumer Ed.
H--Health
M- Marital
F- Family
L- Legal
S- Personal, family, social

Goal

E- Higher Ed
V- Vocational Choice
G- G.E.D.

WEEKLY REPORT

NAME _____

DATE _____ TO: _____

DATE	BEGINNING	ENDING	PURPOSE & LOCATION	TOTAL

	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
HOURS					

Number of Calls _____

Number of Students Tutored _____

Number of Students Counseled _____

TRAINING PROGRAM EVALUATION

This evaluation sheet will be used to evaluate the effectiveness of Training Programs in order to improve future presentation.

Program Name:	
Instructor:	Date:

	4 Excellent	3 Good	2 Average	1 below av.	0 Poor
1. Quality of Instruction					
2. Presentations well organized.					
3. Training Aids Materials for lessons on hand or used					
4. Objectives of each lesson made clear.					
5. Examples and Illustrations utilized					
6. Interest maintained					
7. Participation allowed and encouraged					
8. Relevance of program					
9. Considering material covered, length of the program was.					
10. My OVERALL RATING of the program is					

11. Please make other comments, criticisms, etc., which would aid in evaluating this program.:

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Exhibit 1

GILA RIVER ADULT EDUCATION DEMONSTRATION PROJECT - JULY 1974 - JUNE 1975

"PROJECT FORWARD"

PROGRAM EVALUATION SURVEY

This short questionnaire is to get your honest opinion of the project, and not to identify you personally, no name is needed.

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1. Please check ( ) each place you were tutored. Adult Learning Center___ ABE Career Center___ on Seed Farm Road

your home___ Jail___ Halfway House___ Community Center___ Your Job___ Ak-Chin Community Center____
Night class___

2. Please write the name and check (✓) for each tutor who worked with you.	Dependable			Patient			Easy to understand			Good listener			Interested in you			Knew how to help you			Under-standing		
	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom	Mostly	Somewhat	Seldom

3. Did the teacher(s) help you in the use of numbers? Yes___ Somewhat___ No___
4. Did the teacher(s) help you in the use of English? Yes___ Somewhat___ No___
5. Did the teacher(s) help you in the use of reading? Yes___ Somewhat___ No___

Have you ever been in an Adult Education Program before? Yes___ No___
Would you have been in an education program this year if Gila River "Project Forward" were not here? Yes___ Maybe___ No___
Would you recommend this program to your friends? Yes___ Maybe___ No___
What did you like best about the program? _____
*How could this program be improved? _____

Thank you, Tribal Planning Dept.
Monitoring & Evaluation Dept
Box 338
Sacaton, Az 85247

* Use other side if needed.

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*Instructional Materials

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Publications from the National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W. Washington, D.C. 20036

"Counseling and Interviewing Adult Students"

"A Treasury of Techniques for Teaching Adults"

"When You're Teaching Adults"

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Counseling Related Books

Books available in the informal reading area of the Learning Center include the following titles;

Bach, Richard; Johnathan Livingston Seagull

Baldwin, Gordon C.; Indians of the Southwest

Brown, Dee; Bury My Heart at Wounded Knee

Bry, Adelaide; T-A Primer, a Guide to Transactional Analysis

Castaneda, Carlos; The Teachings of Don Juan

Castaneda, Carlos; Journey to Ixlan

Cronya, George W., editor; American Indian Poetry

Deloria, Vine Jr.; Custer Died For Your Sins

Fredenburgh, Franza, Ph.d; The Psychology of Personality & Adjustment

Gardener, Richard A. M.D.; The Boys and Girls Book about Divorce

Hannum, Alberta; Paint the Wind

Leonard, C.V. Ph.d; Understanding and Preventing Suicide

Maltz, Maxwell, Ph.d; Psycho Cybernetics

Niehardt, John G.; Black Elk Speaks

Powers, William; Indians of the Southern Plains

Renich, Jill; So You're a Teenage Girl

Ross Laboratories; The Phenomena of Early Childhood Development

Ross Laboratories; When Your Child is Unruly

Schoor, Gene; The Jim Thorpe Story

Spock, Bnejamin; Baby and Child Care

Apache; Published by Title III Project HEED

Pima Legend booklets, Produced by Arizona State University and the Bureau of Indian Affairs under Title III Grant;

- How the Rattlesnake Got His Fangs

- Little Von-Dos-Smai

- Why the Coyote Looks Back

- The Great Gift

- The Two Indian Boys Who Kept Wishing

- Great Flood Legend

Various alcohol, vapor sniffing and drug abuse handouts produced by Phoenix CODAC organizations such as;

Do It Now Foundation
P.O. Box 5115
Phoenix, Az 85010